

DISTRICT SCHOOL JOURNAL OF EDUCATION OF THE STATE OF NEW YORK

VOL. XH.]

ALBANY, OCTOBER, 1851.

[NO. VI.]

The District School Journal of Education:

will be published monthly, at the city of Albany, and at Clinton Hall, No. 131 Nassau st., New-York.

Terms: FIFTY CENTS PER ANNUM, payable in advance.

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Poetry.

At the anniversary meeting of the New-York State Association of Teachers, recently held in the city of Buffalo, there were several Lectures of considerable ability—highly creditable to the profession; but the gem of the occasion was the following Poem, beautifully read, before the Association, and a large audience, by Miss J. M. RADLEY, of Buffalo. We understand that Miss R. has risen from an obscure situation in society to her present elevated position, as a scholar, a poet, and an unsurpassed teacher, by dint of her own indomitable energies and perseverance. Let others emulate her bright example, and the sex will successfully vindicate all their claims to genius, to poetic fancy, and all else that woman may desire to aspire to.

A Word—Its Influence.

"Twas but a word, a little thoughtless word;
And was forgotten doubtless long ago."
Thus did I strive to still the voice within,
That was so clamorous about *one word*:
But still, the more I reasoned on the point,
So much the weaker grew my arguments;
Till in the quarrel, *Conscience* won the day,
And vanquished quite, I fell asleep, and dreamed.
And as I dreamed: methought that one approached
And bade me listen to the voice of truth,
While thus it spake, "Mortal! thou dost not doubt,
That in the utterance of that one word,
Thou didst cause particles of air to move,
That vibrate still, and still will vibrate on,
And on, while Time and Matter shall endure!!
With such convictions, canst thou then believe,
That aught that moves a soul, can be forgot?
Does not thy reason teach thee this great truth:
That in proportion as Eternity
Exceedeth Time, and Spirit Matter, so
In like proportion, does the influence
Of that *one word*, upon th' immortal soul,
Both in importance and duration too,
Exceed th' effects caused by its utterance?"
I asked if I might know the whole extent,
Of good, or evil, caused by that one word.
The answer I received was, "Canst thou count
The drops of water that are moved by thee,
When but a blow of thy weak, puny hand,
Impressed upon the Atlantic's foaming wave,
Is felt by every drop, in that vast deep?
Aye! though thou mightest count, 'twould seem as nought,

Compared with the eternal influence,
For good, or ill, of that *one, thoughtless word*.
He only, who can grasp infinity,
And estimate the value of a soul,
Correctly can compute its influence.
But as thou art desirous to obtain
Instruction, on this all important point;
Thou shalt see all thy finite mind can bear."
And then methought, the veil was torn away,
That hides all latent causes from our eyes;
And it was given me, to trace some words
That I had spoken, in their influence
To some extent at least, for weal or woe
On human hearts, and human destinies.
Within a prison's dark and dismal cell
I saw a face, I recognized at once;
A playmate once, a nob'e, manly, youth,
Whose childhood was a sunny, summer day;
And as I gazed upon his haggard face,
And traced the marks that vice and woe had left
In every line, of that expansive brow,
And heard the clanking of his chains, and felt
How deadlier, heavier, was the weight of sin
Than e'en these chains, that hung upon his soul;
I paused in agony, to trace the cause
Of all his crime, his wretchedness and woe.
What were my feelings, when at last I reached
The moving spring, a thoughtless word of mine
Uttered long years ago, in foolish jest,
That prompted him to disobedience.
And for a while I traced its influence,
Increasing in a ratio manifold
Its fearful power, not only upon him,
But all within his sphere, and through each one
That formed his circle, still again on theirs.
And still I traced, till lost and overwhelmed,
At the stupendous influence of that
One little, thoughtless word, I turned away.
And now, a miserable hut I saw;
Within its walls, stretched on a bed of straw,
A wretched, loathsome, bloated creature lay,
A raving maniac; while around his bed
Stood haggard faces, striving, though in vain,
To chase away the horr'd phantom shapes
Delirium tremens crowded through his brain.
I gazed with horror on that wretched thing:
A man no more, but a mere beastly sot;
Whose bloodshot eyes, and ghastly countenance
Gave me no clue, until I heard his name:
Then *Conscience* spake and pointed to a scene,
Where that same man—No! it was not the same,
But what he was, e'er rum's accursed fires
Had scorched his brain, and seared his heart, and like
The dreaded Simoom's with'ring, wasting, breath,
Had blighted every bud of feeling there.
A scene, where he, the high-souled, gifted one,
Elated by the homage, that was paid
With one consent, to his famed, matchless powers,

Had listened to the tempter's syren voice :
 And raised the sparkling wine-cup to his lips ;
 Yet with a consciousness that it was wrong,
 He looked around, to see if there was one
 Who would approve the act, should he decline.
 I knew it, and I knew my duty too ;
 Yet, coward-like, I dared not speak my thoughts ;
 But answered with a jest, his mute appeal ;
 And that one little word, had turned the scale,
 And sealed forever that soul's destiny.
 He fixed his frenzied, bloodshot eyes on me,
 And looming up, before his darkened soul,
 Came thoughts of what he was, and might have been,
 Then cursing bitterly, the coward heart,
 That could, but dared not, speak one little word,
 To save a fellow mortal from despair,
 He seized the bowl, and drained it to the dregs.
 My heart was sick ; I dared not raise the veil,
 And follow in its course that little word,
 And trace its influence on *other* hearts ;
 I dared not even seek to estimate
 His catalogue of misery and crime :
 The agony by him alone endured,
 That wrung each fibre of his noble heart,
 Ere dead to feeling, and ere lost to truth,
 He viewed aghast, the frightful precipice,
 And vainly struggled to resist the force
 Which giant *Habit* used to urge him on.
 In bitterness of soul, I vainly tried
 To shut the horrid picture from my sight.
 No more I sought to lift the veil, which God
 In tender mercy spreads before our eyes ;
 And while he gives us his own hand to hold,
 His arm to lean upon, his eye to guide,
 Reserves for his omniscient glance alone,
 Those awful truths, the which to contemplate,
 Would plunge us in the blackness of despair.
 No ! I no longer sought to trace *that word* ;
 Oblivion had been welcome to me now ;
 But my rash wish, was but in part fulfilled ;
 I had not yet seen *all* my soul could bear.

"Is there no God ?" I heard a voice exclaim,
 "No God ! no Saviour ! is the Bible false ?
 Would that it were, for every line and page
 Is fraught with vengeance on my guilty soul.
 Mercy ! oh, name it not, 'tis not for me,
 The time is past, I cannot now repent.
 Yes ! there's a God, a just avenging God ;
 And I too soon must meet him ; why not now ?
 Why coward-like, shrink back, when all is lost ?
 Why, why not rather *seek* to know the worst,
 And end at once, this terrible suspense ?
 I will, for I can find no fiercer hell,
 Than rages fearfully within my breast."
 Such were the words of one whom I beheld,
 With an up-lifted dagger in his hand ;
 His eye with frenzy sparkling, and despair
 And fiendish rage depicted on his face :
 And then with oaths, and dreadful blasphemies,
 That sent a thrill of horror through my frame,
 He madly plunged the dagger to his heart ;
 And sent his soul, all red with its own blood,
 And reeking with the blood of murdered time,
 All unabsolved, unbidden and unfit,
 Into the presence of an angry God.

With telegraphic speed I traced each word,
 That had a bearing on his destiny ;
 Until I reached a scene long since forgot,
 Where he, a skeptic, heard the word of God ;
 And half convinced, had turned his eye on me,

As if for confirmation of its truth.
 Dreading the skeptic's cutting sarcasm,
 Not knowing then his thoughts, I forced a laugh,
 And rallied him upon his seriousness :
 His better feelings were at once repelled :
 Stung to the quick, by what he, sneering, termed
 A Christian's sympathy for deathless souls
 He turned away, exclaiming "there's no God,
 And this religion's nothing but a farce."
 And thus he lived, and reckless, impious, died.
 'Tis true, the dreadful sequel of that word,
 I could not know, 'twas not for me to know ;
 Enough that God hath given the command
 To be his witness ; all the rest was his,
 The time, the manner, and the consequence,
 Belonged to him : obedience to me.
 In agony of spirit I exclaimed,
 "Have I then only lived to curse my race ?"

The scene was changed : before me, on her knees
 I saw a female, pouring out her soul,
 In humble supplication to her God ;
 I listened to her fervent, heartfelt prayer ;
 And heard her, with clasped hands and streaming eyes,
 Invoke the choicest blessings upon me.
 In mute astonishment, my thoughts ran back,
 To trace the cause of such deep gratitude ;
 And soon I found it. In years long gone by,
 I one day met in hopeless recklessness,
 A fallen one, whom all the world despised.
 Touched with compassion for her wretched state,
 I bade her tell me of her misery,
 And kindly spake, and pitying wept her fall.
 It had been long indeed since she had heard
 The voice of kindness, or aught, except
 Reproach, contempt, and bitter, bitter scorn.
 And she had steeled her heart to adamant ;
 And crushed beneath her load of shame and woe
 Each germ of feeling, and each bud of hope ;
 And buried all the memories of youth,
 And innocence, and joy, so deep beneath
 The reckless desperation, that had nerved
 Her soul to meet, unmoved, the world's cold sneer,
 That you would scarce believe she e'er had known
 What feeling was, or hope or sympathy.
 Yet that one word, though in itself so small
 As scarcely to deserve a passing thought,
 Was like a sunbeam, on an iceberg thrown.
 It melted off the frost, that had so long
 Chilled all the warm affections of her soul,
 And thoughts by memory sped, came welling up,
 From the deep fountains of her burdened heart.
 Again, she was a happy, joyous child,
 Laughing and bounding in her thoughtless glee ;
 Whilst her fond parents watched their precious one
 With pride and pleasure, thankful for the boon,
 So pure and artless, innocent and fair ;
 Nor did they ever dream of that dark sin,
 Which, like a canker-worm, would yet destroy
 Her purity and peace, and cast her forth
 Upon the world, a scorned and blighted thing.
 And then came cheering Hope, the last to leave
 The human heart, in all its wanderings :
 And pointed her away to One, whose love
 Was more than father, mother, lover, friend,
 And one, who though by these she was forgot,
 And notwithstanding all the obloquy
 Heaped on her by a cold and cruel world,
 Would love her still as those had never loved.
 And she believed, and listened to the voice,
 The still small voice ; and blessed that little word,
 Which cost me nothing, and which saved her soul.

I woke, and found 'twas nothing but a dream.
But what are dreams, but shadows of the truth?
And if such are the shadows, what, I ask,
Must be the dread, the stern reality?

All feel, that 'tis a solemn thing to die.
Even the Christian, unto whom the grave
Is but the gate to everlasting bliss,
Feels that it is a fearful thing to die.
But, oh! how very few there are who think
How much more solemn it must be to live,
When on each thoughtless word we speak, may hang
The destiny of some immortal soul.

And who is he, on whom must ever rest,
Responsibility of crushing weight?
Who, but the Teacher, he whose lightest word
Impressed upon a hundred plastic hearts,
Has its effect on theirs, for good or ill,
And finds an echo in a thousand more.

The man of God exerts an influence
That well may make him tremble at his post.
But what is it, compared with *Ais*, who takes
Th' immortal mind, fresh from its Maker's hand:
E'er it has learned to cavil or distrust,
And stamps those principles of action there,
Which will determine its true character,
And make it what it is, essentially,
In every subsequent event through life.

Few seem to realize the influence
A Teacher has upon the youthful mind:
Or how that mind is moulded like his own.

The sculptor takes a rude unshapen block
Of marble; and with chisel in his hand,
He works until he forms an antitype,
Of the idea existing in *Ais* soul.

If that idea is beauty, purity,
Then is the statue beautiful and pure:
If it is low and grovelling, unrefined,
Then coarse and vulgar will the statue be.
Nothing is added; from the self-same block,
That formed a fiend, an angel might be formed.

'Tis evident, the elements are there,
And all depends upon the sculptor's hands.
Thought is the chisel, every word a blow;
And mind the block of marble, whence is formed
A young *Omnipotent*, or a mere thing.
Eternity's clear light alone can show
How many Washingtons in embryo—

How many Franklins, Howards, Hannah More
Have been perverted, made the pests of earth
By the bare influence of a single word,
Thoughtlessly uttered by a teacher's lips:
And on the other hand, how many a one
May have been rescued from a reckless course,
Or elevated from obscurity,

To be thenceforth a bright and shining light,
By a well chosen, kind, judicious word,
Dropped by a teacher at a proper time.
There's not a teacher here, but who has seen
If he has ever studied character,
Th' effect of an approving word upon
A timid, sensitive, and shrinking child;
How it encourages his doubting heart,
And spurs him on to persevering toil:
And how upon his countenance there beams,
Like the glad sunshine, Hope's diviner ray.
Again, where is the teacher but has seen
The gloomy, sullen, sad desponding look,
That marks a spirit keenly sensitive;
And smarting 'neath a burning sense of wrong,
Inflicted by a cutting, harsh rebuke,

Which, though, perhaps it may have been deserved,
Yet crushed the noble, generous, impulses,
And roused the latent evil in the heart,
That but for it, might still have slumbered on.
Oh! we should learn to play most skillfully,
Upon a harp, whose tones can never die—
And we can only learn, by studying
The laws that govern all its matchless chords.
Here is a mind, with all its powers dwarfed,
And like abortive stamens, only show
That they exist, without a reason why;
And there, we see one faculty matured,
The rest neglected, as not worth the pains.
Mind is a spark from the Divinity,
'Tis said: if so, 'tis perfect in its kind.
Of equal value, whether 'tis employed
To steer the plough, or fire the poet's brain.
The precious diamond, and the humble coal,
Are the same substance, but in different forms.
The one, proud bauble, decks a monarch's crown;
The other, keeps the shivering beggar warm;
Both serve a purpose, and both serve it well.
Who shall determine their intrinsic worth?
Who dare assert that the rare dazzling gem,
That coldly, proudly, tells of noble birth,
Is in the eye of him who sees the end
From the beginning, a more valued thing,
Than that, whose kindly warmth has blessed and cheered
A scorned, neglected, suffering, human heart?
So of the mind; some times we see a bold,
Eccentric genius, startling the world
By his soul-stirring, fervid eloquence;
And in our rapture for the gifted one,
We pass unnoticed, or with cold contempt,
The plodding, unpretending son of toil.
And yet, eternity alone can show
Which of the two produced the greater good.

The full development of all the powers
Of mind, should ever be the teacher's aim.
"And as words are the soul's ambassadors,"
The agents, that are chiefly used by it,
To aid its intercourse with other souls,
May He, whose grace the teacher so much needs,
And whose Omniscient eye alone can trace,
And know, the consequences good, or ill,
In all their length and breadth, of every word,
Instruct us what to speak, and how, and when.

Prof. THOMPSON, of New-York, moved that a copy of the
Poem be requested for publication, and spoke of its merits in
high terms of praise. The motion was adopted.

MORAL TRAINING OF PUPILS.

"Is it well with thy child?"

Our nature is several fold. We have bodies
as well as spirits. The outward frame must
be cared for as well as the invisible tenant
that inhabits and animates it. The good
teacher will look to this; he will at least feel
anxious that the bodily nature is cared for and
governed in accordance with the laws of life
and health.

A still higher duty he owes to the intellect
of his pupil. That must be trained; what is
found in weakness must be raised in power;
every day it should be subjected to a vigorous

exercise; the pupil must be taught to think, to analyse, to reason; we are not to be satisfied with simply *inculcating* truth as it were, by outward pressure and talking to pupils, and with making them repeat, or reply to questions; this is little better than child's play, and it is more unworthy of the teacher than of the taught, for he is older and should know better than they. Our claim to consideration as teachers lies in our ability to create an *internal activity* and warmth while the truth is presented. Let us remember that we are to invigorate our pupils intellectually, and make them more vigorous thinkers.

But, teachers, we have another duty to perform; our pupils have souls as well as intellects. We are to lead them down from the hills of pleasure to the arena of mental conflict; but if I mistake not, we are also to take them by the hand and seek to lead them down by

"Siloa's brook that flowed
Fast by the oracles of God."

In a word, we are always to remember that over the pupils of our adoption we have, almost by the necessity of the case, acquired great influence, and are bound to employ that influence so as to promote their best interest. But as their best interest is involved mainly, not in a healthy frame, or a well-disciplined mind, but in a heart right before God, we are certainly to employ every attraction to win them early to His service.

This is one of the great pleasures of teaching; it affords such rare opportunities for approaching the heart, and winning it, while yet tender, to the fold of Him whose kindest invitations are to the lambs of his flock. If we are conscious that we ourselves are yet wanderers from the fold of the Good Shepherd, alas for us! and alas for our influence over the members of our school! and hard will it be for us to justify our neglect on that great day for which all other days were made. But if otherwise with us, do we realize as we ought how rich are our opportunities for doing good? Do we make it a part of every day's care to speak to the little company of disciples before us of heavenly things, and of the necessity of a preparation here for happiness hereafter? Or do we esteem it a duty to mark every day with one kind, earnest, *personal* appeal to the thoughtlessness of childhood, to remember now the creator in the days of youth? Whatever be our own private views, if we acknowledge the truth of the Scriptures, and the necessity of preparation for the world to come, our obligation to do this for our pupils is obvious; but this appeal may, perhaps, with most propriety, be made to those who look upon themselves as already disciples of the Great

Teacher. Shall we not, then, in all our teaching, have more reference to the world to come, and not do all for earth but something for Heaven?

If the question were proposed as in the sentiment of the Hebrew prophet, Is it *well* with the child? Several considerations must be weighed before we could unhesitatingly reply. Be it of future senators, or kings even, it would be rash for the kind teacher to reply in the affirmative, if they had not yet begun to rest upon Him, who is our Advocate and Support. It is a wise suggestion of the ancients, that it is not safe to call any man happy till the day of his death. There are many counter currents and cross winds on the sea of life; and we cannot tell whether the barks which we are now launching upon the deep, will drift safely to a quiet haven at last, or not.

We certainly know that if our pupils rise to eminence, and even sit on thrones here, but fail of seats in paradise hereafter, it cannot in any sense be "well" with them.

Under the pressure of this consideration we ask you, Fellow Teachers, to labor. It may oppress you at times; but the thought that under God you may be the means of implanting principles of right, and conferring on your pupils more than worldly sceptres and crowns, will also animate you. Let these thoughts cheer you as you go to your daily task; let them animate you in your hours of despondency and above all, let them prompt you to faithfulness in Christian duty, and make you "speak to that young man" of those higher interests which he has in his care and keeping. And when you commend the cares and responsibilities and successes of your business to the Source of Perfect Wisdom, oh! never forget that there is no favor you can ask for your pupils so valuable, none that the Author of mercy is so willing to bestow, as "redemption through his son."

Your opportunities of usefulness are better than those of most men. The minister of the Gospel enjoys no better; he sheds his influence on a larger field, but it is not so direct; he cannot approach so near to those he would benefit.

The parent occupies, perhaps, in some respects, a more favored position; but his field of peculiar influence is only in the circle lighted and warmed by his own fire. But every day there come thronging up to your desk groups of young enquirers, with minds ready for the seal; they seem to ask that your influence may fall upon their expanding characters as the holy water of baptism falls upon the infant face with a blessing and a prayer. They are ready to be directed by

you; they are precious jewels put into your hands to be cut and polished in shapes of wondrous beauty. They wait your directing hand, your "modifying clauses," ere they go forth into the storm and battle of life, and make a solemn and decisive throw in the game of destiny. They are before you to be fashioned for time and for eternity.

Then too, as the sun finds successive meridians and districts of frosty and dark earth passing beneath him to be lighted and warmed by his smile, so you, in most stations of labor, find successive groups of learners passing under your influence, on all of whom you can shed your light, and impress your character, and carve images of beauty, that neither the stormy waters of life, or the waves of the River of Death can efface. Is not your opportunity for doing good a rich one?

And never say, O Teacher! that the untoward influences of society are so many, and the unfaithfulness of parents so great, and your pupils are so short a time under your care, that you can do nothing. You can do much; if you were a thousand times less potent than you are, you could do wonders. A little unseen rill creeping along through the grass will make a green strip of velvet wherever it goes. The far off stars, whose light has to travel long thousands of years and across a multitude of adverse currents to reach us, every evening help to light the labourer from his field of toil to his couch of repose. These emblems teach us how much we can do for learning, for virtue, for religion, if we exert a correct and steady influence, and seek to shine like lights in the world.— We desire not better praise than that of the Hebrew woman of old: "She hath done what she could." Are you doing what you can in behalf of a correct moral training of the thousands of pupils in our schools?

And do not say either that the laws prohibit doctrinal instruction, and any collision of the sects on this ground, and therefore excuse yourself from doing anything. The laws never prohibit your making good Christians of all your pupils. If you lived under a race of tyrants, they would never object to your making good sisters and brothers and parents and citizens of every scholar in the commonwealth. And if they did, we would not heed it; we would still seek to fit all our flock for seats in the kingdom of Heaven, and then adjourn the little meeting to the general assembly of apostles and prophets and martyrs on high, though it be through threats and faggots and blood! But so far from prohibiting influence of this kind, there is no district but would esteem more highly the

teacher who should be meekly faithful in this matter. Go tell your pupils, then, of their ruin by the fall, of their need of a Saviour, and of the necessity of making preparation now for the scenes of the future, and we have no fear of a war of the sects, or a collision with the laws in consequence, for these are common articles of faith: the most liberal interpreter of the Sacred Word admits them, all but the infidel hold to them.

We dictate not to what creed or sect, or church you may belong; but we dare say that he that cares not for the soul as well as the intellect of his pupil, is not fit in the highest sense for this work. Could you coin the very diamonds of the earth for your currency, and barter in thrones and sceptres and crowns, and write down the everlasting stars in the inventory of your estate, you would not converse with such solemn and imposing relations as now encompass your every day's toils and trials and success. Eternal intellects are stronger for bliss or woe, at the close of every hour of faithful toil.

Linked then with such relations, encompassed with such solemn responsibilities, shall we forget the high tenor of our commission, and do all for earth and nothing for Heaven? all for time and nothing for eternity? all for discipline and nothing for virtue? Oh no! Traitors we must be to our calling, or we shall often remember that our pupils have not only intellects that need to be disciplined, but hearts that must be washed in atoning blood, and sanctified by grace divine, or they can never walk in Paradise, and bathe in its

"Seas of Heavenly rest."

[Massachusetts Teacher.]

Carrying Bundles.

Many people have a contemptible fear of being seen to carry any bundle however small having the absurd idea that there is a social degradation in the act. The most trifling as well as weighty packages must be sent to them, no matter how much to the inconvenience of others. This arises from a low kind of pride. There is a pride that is higher; that arises from a consciousness of there being some thing in the individual not to be affected by such accidents, —worth and weight of character.

This latter pride was exhibited by the American son of Jerome Napoleon Bonaparte. While he was in College at Cambridge, he was one day carrying to his room a broom he had just purchased, when a friend, who, noticing the broom with surprise, exclaimed, "why did not you have it sent home?" "I am not ashamed to carry home any thing which belongs to me," was the sensible reply of young Bonaparte.

Very different pride was this from that of a young lady whom we know, who always gave her mother all the bundles to carry when they went out together, because she thought it vulgar to be seen with one herself.

JOURNAL OF EDUCATION.

EDITORS: { S. S. RANDALL, of Albany.
 { Wm. F. PHELPS, " "
 { JOSEPH MCKEEN, of New-York.

ALBANY, OCTOBER 1, 1851.

To the Readers of the District School Journal of Education:

The subscriber proposes to give a copy of the volume of the Hon. IRA MAYHEW, A. M., late Superintendent of Public Instruction for the State of Michigan, on "POPULAR EDUCATION," to every person who will obtain SIX SUBSCRIBERS for the "Journal of Education" and remit three dollars for a year's subscription. This volume recently published by Harper & Brothers, ought to be in every Teacher's and in every Family Library; and it will be useful to the receivers of such a donation, and gratifying to me, if I have, under this obligation, to give a couple of hundred copies of that excellent work during the coming year.

JOSEPH MCKEEN,

Sup't. Common Schools, New-York.

NEW-YORK, Aug't 25, 1851.

The Prospect Before Us.

The great ideas of universal education—universal culture—universal progress and improvement, are deeply imprinted on the spirit of the age in which we live. They are the exponents and the results of that grand central idea of universal freedom which has taken possession of the mind of the nineteenth century. They are the legitimate product of an expanded Christianity—of that pure faith which recognizes every human being as equal in the sight of Heaven—as the heir of immortality—and the recipient of powers and faculties capable of indefinite augmentation. They are therefore vital and indestructible; their ultimate triumph and general adoption are certain. Their ascendancy may be postponed; the reign of ignorance, of error, and of prejudice may be prolonged for a time—but the living and indestructible elements of Truth, Goodness, and Duty are destined to overcome all opposition, and to purify the atmosphere of humanity of those deadly mists and exhalations which have so long poisoned the very sources of its strength. The time is coming—its harbingers are already advancing—when the indefeasible, unalienable right of every human being to that measure of culture and improvement which his whole nature demands, shall be recognized and acknowledged; when both physical and mental bondage shall be indignantly shaken off and universally repudiated; when the true function of human government, and its highest interest shall be seen to be the advancement and enlightenment, and civil and social improvement of each and every class of its citizens; when every mo-

tive for the commission of crime shall be withdrawn by the paternal hand of wise legislation, and in its stead shall be substituted ample incentives to the cultivation of virtuous habits and the practice of strict, unwavering, undissembling integrity; and when the gallows, the prison, and the penitentiary shall be superseded by the Free School, the Free Academy, College and University, and the Free and Universal Church, whose most sacred temple shall be the human heart. The time is coming—its advent cannot be far distant—when true royalty and nobility shall be seen to consist in noble and lofty aspirations for excellence, and in the acquisition of mental power, accompanied by the truly regal ambition for its diffusion—when wealth shall no longer be indicated by the aggregation of heaps of senseless ore, but by increased capabilities of usefulness—of beneficence and philanthropy; and when the high places of public trust and power shall be occupied by those alone whose superior intellectual and moral attainments shall enable them to accomplish the utmost practicable amount of good.

The time is coming—God speed its approach!—when the light of knowledge, borne by the affectionate hands of true benevolence and an expansive philanthropy—shall penetrate the most revolting lairs of ignorance, crime, wretchedness, destitution and suffering—dry up the sources of that vast and ever-widening stream of human misery, which is annually engulfing in its dark and turbid torrent thousands upon thousands of hapless and helpless beings—and provide all needful appliances for the development and culture of those faculties, hitherto known only as the inlets to suffering, vice and crime, but which under the fostering guidance of tenderness and love, shall yield the peaceable fruits of righteousness and joy. Innumerable are the indications on the dial-plate of the age, of these and other kindred reforms. Cheering are the responses of the watchmen on the citadels of human progress; and most encouraging are the reports of the brave and indefatigable pioneers, who, undismayed by opposition, undeterred by reproach, and fearless of consequences, have advanced the frontiers of truth, and penetrated into the most rugged recesses of ignorance, darkness and error.

Our Free School System.

The full and explicit recognition on the part of the Legislative authority of this great State, of the principle of UNIVERSAL EDUCATION, affords matter for the deepest thankfulness and the highest hope. It is indeed to be regretted that the auspicious hour has not yet fully arrived, when the last remaining restriction upon the entire freedom of our public schools shall be removed; when the door of every Temple of Knowledge within the broad area of our noble Commonwealth shall be thrown open, unconditionally and indiscriminately to every child; when the odious dis-

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tion of rich and poor, shall, in this respect, cease to exist; and the ample fountains of the public wealth dispense liberally, bountifully and freely, to every future citizen of the State, the inestimable benefits and blessings of a thorough mental and moral culture. But in the onward progress of a great, a noble, and a free people, to that proud destiny which awaits them, a few years more or less is of comparatively little account. It is enough for us to know that an irresistible impulse has already been given to public sentiment in this direction: that the popular voice has been once and again clearly and definitively expressed on the great principle involved; that the representatives of the people, in accordance with the will of their constituents, have entered upon those initiatory measures which, in their best judgment, would most effectually lead to the accomplishment of the end in view; and that they have been prevented from a full and complete embodiment of this fundamental principle on the Statute book of the State, only from an apprehension, that under the peculiar circumstances growing out of the animating and exciting struggle through which we have so recently passed, such a measure might be premature and unwise. They have therefore, contented themselves with a full, clear, and unambiguous Legislative recognition of the principle that it is incumbent on the property of the State to provide for the education of all its future citizens. They have appropriated from the revenues and resources of the State, more than a million of dollars annually, for this high and noble purpose; and they have enacted that no child between the age of four and twenty-one, shall, on any pretence, or for any reason, be excluded from a full and equal participation in the benefits and advantages of our eleven thousand common schools. For a period averaging throughout the State, at least six months of every year, the ample funds thus provided, will render those schools free; and to the expenses of the remaining portion of the ordinary school year, those only are required to contribute, who can do so without serious embarrassment or inconvenience. Indigent parents are to be exempted, either wholly or in part, as their circumstances may require; and to guard against all possibility of abuse, in the exercise of the discretionary powers thus conferred upon the officers of the several districts, no property, exempt by law from execution on civil process, can be reached by the collector's warrant on rate bills for the payment of teachers' wages.

In accepting this, however, as the first instalment of the debt due from the government of the State, to the rising generation of her citizens, we must be understood to abate no portion of the residue. We demand the unconditional payment of the whole at the earliest period consistent with a just and proper regard to the interests and revenues of the State.—We plant ourselves, now, as heretofore, upon the broad and firm ground of principle; and we claim, in

the name and on the behalf of the eight hundred thousand children who daily throng the entrances to our common schools, that they shall be permitted freely and unrestrictedly, to avail themselves of the facilities thus afforded to them for the acquisition of knowledge, and the preparation for future usefulness. We insist that during no portion of the term of instruction in these elementary institutions, shall there be a distinction between the children of the rich and the poor, the high and the low; but that all shall mingle on a footing of perfect equality, and participate equally and indiscriminately in the blessings of education. We recognize in each one of these "little ones" a common brotherhood, and a common destiny—an equal right to all the privileges and immunities of humanity—an equal participation in all its powers, faculties and capabilities for good and for evil,—and we demand, in their behalf, that no impediments shall be suffered to exist to their full and free development and culture. Under our peculiar institutions, we regard each one of them as a constituent portion of the State—called upon on the attainment of his majority, to take an active and efficient share in the direction and administration of its councils—in the conduct of its affairs—in the complicated evolution of its destinies—in the multifarious transactions of private life—and in the daily discharge of all those duties and responsibilities which, in the order of Providence, are devolved upon every human being; and while he is thus subjected to the unbending requirements of institutions and laws, affecting his interests and welfare on every hand, and exposed to the infliction of severe penalties for every violation of their requisitions, we demand, in his behalf, that he shall be adequately trained to to an enlightened conception of these duties and responsibilities: and that his moral nature shall be so disciplined that he shall instinctively pursue the right and avoid the wrong. Conceiving the objects, ends and aims of all just government, to be the highest welfare of the governed, and knowing no higher blessing within the scope of human authority, than a liberal, generous, unrestricted culture of our whole nature—physical, intellectual and moral—in accordance with the highest attainable standard of human excellence, we ask only that every obstacle to the attainment of this culture by each and every individual, shall be removed, and that the sovereign authority of the State shall be exerted to afford the requisite facilities for its free communication. As the children of one common Father—as the inheritors of a common immortality—as the recipients of powers, faculties and affections, upon the proper expansion and discipline of which, within the brief period allotted to us here, are dependent consequences of inconceivable magnitude and infinite importance, we have all and each the highest and deepest interest in an early, thorough, and complete development and cultivation of those powers and faculties; and if to any one of us this boon has been denied,

from straitened circumstances, or from other causes beyond our individual control, it is solemnly incumbent upon us to see to it that those who come after us, with some of whom we are connected by ties of kindred and affection, and all of whom we are bound to embrace in the bonds of a comprehensive philanthropy, shall labor under no such disastrous deprivation.

Criminal Statistics in America and England.

A very powerful illustration of the intimate connection which subsists between education and the well-being, both of communities and individuals, and between ignorance, wretchedness and crime, may be found in the written as well as unwritten annals of the prisons, penitentiaries and alms houses, both of our own country and of Europe. The whole number of convictions for crime in this State, as returned by the Sheriffs of the several Counties, to the office of the Secretary of State, in accordance with law, for a period of nine years, from 1840 to 1848, both inclusive, was 27,949. Of the persons so convicted, 1,182 are returned as having received a "common education": 414 only as "tolerably well educated"; and 128 only, or one in every 219, as "well educated." Of the remaining 26,225, about half could barely read and write; and the residue appear to have been wholly destitute of even the elementary principles of learning. These are the results even of the imperfect, and in many respects, seriously defective system of education hitherto in vogue among us.

During a period of eleven years, from 1836 to 1847, the annual average of accusations for crime, in all the Counties of England and Wales, was 25,412 of which 106 only were preferred against persons educated in any degree, beyond the mere ability to read and write. The proportion of accusations to the entire male population was one in 870; while the proportion of such accusations against those educated beyond reading and writing was only one in 76,227. The proportion of accusations to the entire female population was one in 1,680; while the proportion against those educated beyond reading and writing was but one in 2,034,133. During the single year 1845, twenty two counties, comprising an aggregate population of 11,183,718, furnished but 45 convicts educated beyond the mere ability to read and write; and thirty other counties, comprising an aggregate population of 4,728,039, furnished not a single one! The returns of 1846 give similar results. In fifteen English counties no person educated beyond reading and writing, was convicted in either year. In the County of Middlesex, including the city of London, but three educated persons were convicted of crime in 1845, and one only in 1846. The whole number of charges against boys under fifteen years of age was 3,189, of whom not a single one had been educated beyond mere reading and writing.—

These returns have been compiled from the journal of the London Statistical Society; and their accuracy is vouched for by the most reliable English authority.

An examination of the statistics of mendicity and pauperism, as well in Europe as in America, will show that out of the vast number of helpless individuals, supported at an enormous cost from the public funds, the number who have received even the most ordinary education is very small; and yet the aggregate annual cost of supporting this class of persons in our own State, exceeds the sum of \$800,000. Deduct from the whole number of convicts and of paupers annually immured in our prisons, penitentiaries and alms houses, the immense aggregate of ignorant and uneducated persons, and with it the cost attendant upon their arrest, conviction and support, and we shall be enabled to form some faint, though inadequate conception of the tremendous burden which has hitherto pressed like a terrible incubus upon the energies and capabilities of the body politic. Strike at the root of this monster evil—take every child while his nature is yet pure and unperverted—store his mind with knowledge, and train his affections and his heart to virtue—develop and direct his expanding faculties with judgment, with discretion and with love—cultivate thoroughly and wisely, his whole being—assiduously remove from him every inducement to evil, and furnish his intellectual and moral nature with that aliment which is alone congenial to its nobler destiny and its highest aspirations—and the uncounted millions which are now annually expended in the detection and punishment of crime, and in the support of the criminal, the mendicant and the pauper, may be diverted to other and far more productive and fertilizing channels. The wilderness and the solitary places of human wretchedness and misery may be made to blossom like the rose; and the energies and faculties of thousands of immortal minds may be awakened to a true conception of their innate greatness, and diverted from a career of ignominy, suffering and guilt, to one of honor usefulness and happiness.

School Celebration at Kinderhook.

We had the pleasure of participating in a very interesting celebration of the schools of Kinderhook, Valatie, and the adjoining towns and villages, on the 4th of September, ult. A procession was formed at Valatie, consisting of the pupils of the schools of that village, which proceeded in carriages, accompanied by a fine band of music, to the village of Kinderhook, where it was joined by the schools of that place, Stuyvesant Landing, Chatham, &c. The line of march, extending for upwards of a mile, was then taken up for Valatie, and the procession, now embracing some 2,000 children, with their teachers and friends, passed on to a beautiful grove near the vil-

lage, on the grounds of Mr. WILLIAM BAIN, where an admirable address was delivered to the children, by the Rev. Mr. ROCKWELL, of New Jersey, followed by an address to the adult portion of the congregation, by the senior Editor of this paper. At the close of the exercises, ample refreshments, provided by the liberality of the citizens, were dispensed, and "all went merry as a marriage bell," until a late hour in the afternoon, when the audience dispersed, pleased and gratified with the opportunity afforded them for manifesting their enlightened liberality and zeal for the promotion of the education of their children. To the exertions of Mr. PHILLIP, the excellent Town Superintendent, Mr. CARVER, and his associate teachers, in the village of Valatie, and Mr. BAIN, whose hospitalities, and that of his interesting family, were unstinted, high praise is due; and we can truly say, we have never witnessed a more interesting celebration than it was our good fortune to enjoy on this occasion.

Editorial Correspondence of the Journal.

State Teachers' Association.

BUFFALO, Aug. 8th, 1851.

This Association met pursuant to appointment of the Executive Committee, yesterday morning, and was called to order by the President, Mr. J. W. BULKLEY. The exercises were opened by Prayer, after which letters were read from distinguished personages who were unable to attend. Among these were communications from Prof. UPSON, S. S. RANDALL, Esq., and Mrs. EMMA WILLARD, of Troy. The Address of Mr. BULKLEY was a very clear production, laying no great claim to originality, either as to style or sentiment, but giving a brief history of the origin and progress of the Association, and of some of the more prominent educational movements of the past few years. It was very satisfactorily received by the Association, and a copy was, we believe, requested for publication.

After the address, Mr. McKEEN, from the committee appointed for that purpose, reported a series of rules for the government of the present session, many of which were in *theory* adopted, but in *practice* rejected.

The afternoon session was opened with a lengthy, elaborate, and scholastic Report, by Mr. O. KELLOGG, of New-York, on the "*Comparative Merits of the Analytic and Synthetic Modes of Instruction.*" This report gave rise to a prolonged and discursive debate, which consumed the remainder of the sitting.—The conclusion arrived at by the reporter was, that the "comparative merits" were nearly all in favor of the "Synthetic method," and the report, as a whole, was but a reiteration of the sentiments of Prof. LEWIS, in his Lecture before the Association last year. Our own impressions, as a disinterested obser-

ver, were, that had both the report and the debate been subtracted from the afternoon's proceedings, the remainder would have been just equal to the subtrahend, so far as any *practical* results were concerned.

In the evening a very interesting Lecture was delivered by the Rev. Mr. HOSMER, of Buffalo, on the "*Ideal of Teaching.*" This lecture was listened to with marked attention, and a vote of thanks unanimously tendered to the speaker.

On Thursday morning a Report was made by Mr. HODGE, of New Jersey, on the "*Inciting Motives to Study.*" This report though long and prosy, contained some very good suggestions, especially to those who have had little experience in "Pedagogics."—Prof. LAMBERT closed the morning session with a very interesting and profitable Lecture on Physiology—really the most profitable of the session. A resolution of thanks was presented to the lecturer, expressing in the most flattering terms, the gratification of the Association for the entertainment and instruction afforded.

On the opening of the afternoon session Mr. N. W. BENEDICT, of Rochester, gave a lecture upon the subject of "*Intellectual and Moral Discipline,*" which, although very lengthy, was listened to with attention by the Society, or at least that portion who were able to hear it, from their proximity to the speaker. The only business of importance transacted after this lecture, was the election of officers for the ensuing year. We regretted to see so much excitement among some members of the Association while this order of business was pending. It would almost seem, judging from appearances, that this was the great measure of the session, whereas it is really the least important. What matters it who is President or Secretary, provided they be competent to make the Association a useful auxiliary in the great cause of Popular Education? It is unmanly and degrading to see Teachers quibbling and quarrelling about a few petty offices that confer no honor upon the holder except they be honorably and usefully filled.—Upon the whole, we confess to great disappointment at the result of this meeting of a Society that might, and should be made a powerful means for the advancement of the cause of Popular Education—for the elevation of the Teachers' profession. There has been too much of dull and prosy reporting and lecturing on old and hackneyed subjects—too much of discursive and useless discussion—too little efficiency and system in the dispatch of business, and withal, too much cliquing, and clanning, and pipe-laying, and belittling trickery about—nothing at all, but some officers! If teachers are to command the respect, the confidence and the gratitude of the community they serve, it must be by showing themselves worthy of such considerations; and they can show themselves worthy: not by stooping to the petty tricks

ery of politicians—not by merely resolving that they are not sufficiently regarded, and amply compensated—not by organizing themselves into a Society for mere effect—not by making pretty speeches that sound well—not by public dinners and gorgeous displays—these are but gilded trappings of demagoguery—but by the *actual results of well-directed labors within the school-room* first, without it afterwards. “By their fruits ye shall know them.” If teachers have not been sufficiently regarded heretofore, it is because they have not, as a class, deserved to be; if they are not now, it is for the same reason; and if they are not to be in the future, theirs will be the fault.

We speak thus frankly of the teacher because ourselves are teachers; and hence *may* speak freely.—We speak thus freely of this Association, because we are one of its members, and may so speak without incurring the charge of enmity. We believe the whole thing should be reorganized and remodelled, so as to secure more definite and practical results; and we are happy to know that we are not alone in this belief. A committee has been appointed to revise the Constitution, and we hope that instrument may be so revised, and that the whole machinery of the Society may be so repaired as to make it worthy of the teachers of New-York, and an efficient auxiliary in the advancement of a cause which every true teacher and friend of humanity holds first in his affections.

Lecture on Discipline.

Professor N. W. BENEDICT, of Rochester, who is now the first Vice President of the Association, delivered a lecture on Government and Discipline, which ought to be read, and we hope to obtain a copy for publication for the benefit of our numerous readers. The lecture is full of thought, orthodox in sentiment, and beautifully expressed. It is to be desired that the *prepared* Reports of the Association of the present year and the Lectures, may be sent to the Journal of Education, and through that to every district school in the State. They will do good.

DIED:

On the 4th inst., at his residence in Homer, after a brief but painful illness, LOUIS A. MILLER, A. M., Professor of Mathematics in Cortland Academy.

In the person of the deceased, Science has lost one of its brightest ornaments: Society a prominent and influential member: and the Profession of Teaching a most zealous and efficient laborer.

Deprived in youth of the advantages of even a good common school education, it was not till entering upon the duties of manhood, and while performing the labors incident to an active trade, that he resolved to struggle against the untoward circumstances of early neglect and present occupation, and make himself master of those deep and expansive truths, the conquest of which had been deemed only compati-

ble with the highest aids, and uninterrupted leisure. But despite the want of previous mental discipline, of present aid, and of seasonable time, he brought to bear upon his efforts a glowing zeal, exhaustless energy, and an indomitable will; and the glorious results—his name inscribed high among the learned and honored of the land—and his works, impressed upon imperishable souls, will attest.

Nor did he limit his investigations to any single department of science. He was an enthusiastic lover of truth, wherever found, and in its search had made progress and attainments in the subtleties of Metaphysics that would do honor to one having devoted a life to their study.

As a man he was characterized by boldness and independence of thought and speech, and in the circle in which he moved, no one exerted so powerful an influence in removing the slavish fear of public opinion and the popular voice, as he.

As a teacher of the Mathematics he could have no superior—his equals are few. His instructions partook of the peculiar characteristics of his own mind. They were designed, not as an *end*, but as a *means*—not to constitute simply *intelligence*, but to conduce to mental development and spiritual expansion. He was never satisfied with superficial attainments, neither by himself nor by his pupils; the subjects he investigated were probed to the bottom, and their intricacies made to stand forth clearly, before his rigid and penetrating gaze. Nor was he content with the *body* of truth—its hidden *spirit* must be revealed and *familiarly known*.

His principle in teaching was not to dilute and weaken the truth, that it might be comprehended, but to hold forth its harsh and rigid embodiment, and incite his pupils to grasp it and master its unwieldy forms. Such discipline kept ever active the latent energies of mind, and developed those rich resources of mental power, of whose possession the student might else have never been conscious. He impressed his pupils with the fact, that *his* instructions and *all* instruction were not for *to-day*, but for *all time*—and *beyond*. The result of his efforts for his pupils was most successful, yielding him the grateful assurance of their affectionate regard, their high esteem, and their devotion, through his instrumentality, to high and noble aims. The deep hold he had on their hearts was attested by their gushing tears as they followed him to his final resting place.

Finally, from his example let the student be taught to yield to no circumstances of discouragement, but ever press forward; let the citizen emulate his manly independence and purity of principle; and let the teacher feel that his usefulness depends upon the measure of his zeal and energy, combined with a thorough and lively appreciation of the objects he is to attain by his efforts.

HOMER, Sept. 19th, 1851.

The Teachers' Association of the State of New-York.

This State organization of the teachers of the State, which has been in existence since 1845, and has held its annual meetings successively in Syracuse, Utica, Rochester, Auburn, New-York, (intermitting 1849 on account of cholera,) and Buffalo, was this year well attended in the city of Buffalo, especially by the female portion of the teachers. There was a highly respectable delegation from the State of Ohio. Delegates were also in attendance from several other States and from Canada. It was a subject of mortification and regret that so few of the lecturers for the occasion fulfilled the duties of their appointment.

The morning hours of the first day, were occupied in preliminary matters. The meeting was in the Baptist meeting house in Washington street; and the exercises were commenced by the offering of Prayer by the Rev. pastor of the church. Mr. BULKLEY, the President, then delivered his Inaugural Address, and on motion, the Chair appointed Messrs. JOSEPH McKEEN, of New-York, C. R. COBURN, of Oswego, and N. W. BENEDICT, of Rochester, a Committee to report rules for the government of the deliberations of the Association. The Committee reported the following, which were adopted:

1st. That there shall be three sessions daily, to convene at 9 o'clock A. M., 2 P. M., and 7 in the evening.

2d. The morning session of each day shall be opened with Prayer.

3d. Committees shall be appointed by the Chair, unless otherwise ordered by the Association.

4th. All resolutions shall be written.

5th. The ordinary rules of deliberative bodies shall govern our proceedings.

6th. No person shall be allowed to speak more than ten minutes at one time, nor more than twice on the same subject.

Moved, That all friends of Education present, from other States, be invited to sit in Convention with us. Carried.

Mr. McKEEN, the Corresponding Secretary, then read letters from Hon. S. S. RANDALL, Prof. UPSON, Mrs. WILLARD, and others, excusing, for imperative reasons, their non-attendance. Professor SPENCER, JOHN GRISCOM, L. L. D., and Dr. ANTISELL, who had been announced in the programme, were unable to attend.

The afternoon session was commenced at 2 o'clock, by the reading of the Report of OLSON KELLOGG, Esq., of New-York, from the Committee who had been the last year appointed at the close of the lecture of Prof. LEWIS TAYLOR, on Analytical and Synthetic Teaching. Mr. KELLOGG presented an able and learned disquisition, embracing in the main the views of Professor TAYLOR, and indeed of all accomplished scholars who, in times passed have considered the subject; ignoring or underrating all the new-fangled theories that are

based upon human perfectibility, and set at naught dogmatic teaching. Mr. K. is in favor of storing the memory in order that the understanding may have a nursery to draw upon, something on which to reason—so that the young learner may have something to think about when there is no *pourer-in* at hand.

This Report will probably be given to the public through the Journal of Education. The next lecture given was by the Rev. Mr. HOSMER, of Buffalo; it was able and eloquent, and was on the *ideal* of a true teacher. Such a teacher as he imagined and described, we should like to see in every one of the 11,000 school districts of this State. If this generation does not know how to appreciate or pay them, the next would be wiser, and make amends for the delinquencies of their parents. We go strongly for our Rev. friend's *ideal*. The lecture had some passages of remarkable force and beauty. We hope to receive a copy of it. The only other lecture given was one of a highly practical and useful character, by N. HODGES, of Newark, N. J. Mr. HODGES is a true teacher of the utilitarian order, and we might fairly raise the question, whether the Empire State can produce a man who has done more for his race, and for the Profession, than he?

There seemed not to be time in two days to bring out and reach the details of matters connected with the various sections represented. There were many gentlemen of eminent service and distinguished ability present, who could have given us much valuable information, if time had been so husbanded or extended as to have allowed the availing ourselves of the benefit of their presence, experience and knowledge.

The following gentlemen were elected officers for the ensuing year.

For President, N. P. STANTON, jr., of Buffalo.
1st Vice do N. W. BENEDICT, of Rochester.
2d Vice do D. M. PITCHER, of Tioga.
3d Vice do A. R. WRIGHT, of Elmira.
4th Vice do E. S. ADAMS, of Albany.
Cor. Sec'y. J. N. McELLAGOTT, of New-York.
Rec. Sec'y. H. G. WINSLOW of Livingston Co.
Treasurer, OLIVER AREY, of Buffalo.

The next place of meeting is to be Elmira, on the 1st Wednesday in August, 1852.

The following Delegates were appointed to the National Education Convention, to be held in Cleveland, on the 19th inst., viz: HUNTLEY, of Buffalo, HOPKINS, of Tioga, and JOHN PATTERSON, of New-York.

Messrs. KETCHUM, of Buffalo, A. D. LORD, of Columbus, O. NICKERSON, of Canada, G. W. HOSMER, of Buffalo, H. H. BARNEY, of Cincinnati, L. ANDREWS, of Massillon, O. J. HARTY, of Xenia, Ohio, L. HUBBARD, of Cincinnati, J. LYNCH, of Ashland, Ohio, and HORACE MANN, of Mass., were elected Honorary Members of the Society.

On motion of Mr. McELLAGOTT, of New-York, Mr. JESSE KETCHUM, of Buffalo, was requested to close the Association with Prayer—which, after some remarks, he did. The Association then adjourned.

Educated vs. Uneducated Criminals.

A recent correspondent of the *Toronto Globe*, in discussing the general question of Free Schools, adduces the following striking statistics relating to the comparative education of criminals. He observes: The following interesting statistics, showing the moral power of instruction, are extracted from the journal of the Statistical Society, published in London, and though they are somewhat startling, their accuracy may be relied on—for whenever the correctness of the returns admitted a doubt, they were referred back to the prisons, for the signature of the Chaplain. Taking all the counties of England and Wales, from 1836 to 1847, a period of 11 years, more than half those counties fail to furnish a single accusation against any person educated beyond reading and writing:

The annual average of accusations in all the counties was,	25,412
Do. of persons educated beyond reading and writing,	106
Proportion of accusations to the male population. Total, 1 in	370
Of males educated beyond reading and writing, 1 in	73,227
Proportion of accusations to the female population. Total, 1 in	1,680
Of females educated beyond reading and writing, 1 in	2,034,133
In the year 1845,	
Twenty-two counties, comprising a population of	11,183,718
Furnished, convicts educated beyond reading and writing	45
Thirty counties, comprising a population of	4,728,039
Furnished, convicts educated beyond reading and writing,	0

The returns of 1846 give the same results, and in 15 English counties no person educated beyond reading and writing was convicted in either 1845 or 1846. It would be difficult to believe upon less reliable testimony, that in the county of Middlesex, including London, there should have been no more than 3 educated persons convicted of crime in 1845, and only 1 in 1846; and these offences were slight, for one of the three convicted in 1845 was discharged, and another was fined only one shilling for assault. During 1845 and 1846, the number of charges against boys under 15 years of age was 3,189, and not one of these appears to have been educated beyond reading and writing. Now if we take into consideration the expenses entailed on the community in the prosecution and safe keeping of their criminals, together with

the amount of property stolen or destroyed, the sum would be enormous. One instance will show this: Mr. Serjeant Adams stated at the Middlesex Sessions of 1847, that during 1846 there were,

Convicted in his Court—Boys,	520
Property stolen worth	£540
Cost of maintaining the prisoners,	1,330

Total approximate loss to the community,

£1,840 besides the hundreds of cases not known. Increasing, as these Provinces are, in population and wealth—in anticipation of possible agitations, political and social, let us lay the foundations of order deep in the affections of a free, instructed and virtuous people—reason, justice, policy and Christian philanthropy alike urge us to promote, by every means, the moral and religious education of the masses.

The Two Methods of Teaching.

[We extract the following article from a valuable work recently published by A. S. BARNES & Co., New York, entitled, "AMERICAN EDUCATION, ITS PRINCIPLES AND ELEMENTS: Dedicated to the Teachers of the United States. By EDWARD D. MANSFIELD."]

The development of the mental faculties, which is a combination of *knowledge* and *thought*, is the object of all systems and schools and instruction; but to attain that object there are, and there always have been, *two* very different methods of teaching. The one teaches to *think*, the other to *repeat*; the one teaches *principles* and *systems*, the other *rules* and *particulars*. About these different plans there are different opinions; but the majority of mankind, from the Egyptian to the Hindoo and the Chinese, have followed *repetition*; and even at this hour, the mass of enlightened, modern Europe, prefer *rule* to *principle*, whether it be applied to the teaching of childhood or the greater affairs of government. On the other hand a few in ancient, and many in modern times, believed it better to exercise their own faculties than to have them moved by others. The philosophers of Greece, and the Apostles of the Gentiles, reasoning with them, the men of science and the disciples of the reformation, are of this school.

The extensive and terrific results arising from that system of instruction which teaches to *repeat*, are exhibited in the history of the Chinese Empire, the oldest and most populous portion of the globe. Nor in that alone, but in every land—as in Spain or Turkey—where infallible systems, whether, of religion or government, have sent their opiate influences, there are monuments, which, like those of Egypt, stand out from the sands of the desert, to point, not so much to the skill and power which erected them, as to the utter obliteration of heart and mind which follows him who manacles the human intellect.

But what have been the results in the school of *thinking*? It transferred the power of *originating* and *improving* from those who had discovered the best *pattern* of mind, to a nation of barbarians, yet a people of *inquirers*. It polished their language till it became a model for all who would study the relation between words and things. It cultivated the arts till the forms of physical beauty were exhausted. It taught mathematics with ceaseless ardor, and inscribed upon the doors of the greatest philosopher, with

"Let none enter here who have not studied Geometry." It imbibed the spirit of poetry, and swept the lyre of Mæonides till its notes, rising clear and high above every sound, still echo from the hills, still linger around the abodes of learning. It courted the mountain nymph, sweet liberty: nursed the republics of old; and when the outward form in which it was encased, perished under the weight of pagan institutions, it re-modelled other nations and other times, perpetuating its living and ever growing power, from age to age. The royal Alfred and the monk Bacon, the wild Arabian and gay Florentine, in turn, received its mantle; till at last, concentrated in the spirit of the reformation, it is hurrying forward the chariot wheels of knowledge, till they are heated with motion.

Such and so wide is the history of nations, between those who learn to repeat and those who learn to think. And is not the principle the same when applied to individuals? Is it not exhibited as plainly in the humble school by the road-side as when expanded through the aggregate mind of millions? And are not those who are taught to repeat without thought still the majority? Sustained by indolence, by the force of example, and by the belief that nothing but to make up a part of the machinery of life belongs to the mass, the system of teaching without thought, silently, but surely creeps over individuals and nations like the livid green upon a stagnant pool.

For the District School Journal of Education.

Etymological Hints.

BY B. H. HAYES.

NO. II.

Basis of the Signification of Words in General—Primary force of the Labial letters.

If words have inherent and legitimate meanings, it is for the reason that each letter has certain inherent properties whereby it is suggestive of particular ideas. If, on the other hand, the meaning of a word is an arbitrary matter, then language is a most unnatural production, and adapted in the least possible degree, to the purpose of its being. Human language is the offspring of human mind, and as the human mind is eminently adapted to the acquisition of knowledge; hence, it is reasonable to infer that human language is eminently adapted to its purpose, as a medium of communication between mind and mind, and as a store-house for the treasures of knowledge. It is, therefore, framed in accordance with nature; and the meaning of words is based on the inherent force of their component letters, the deviation from this rule being only of such extent as tallies with the imperfections and errations of human mind. A full inquiry touching the primary force of letters, would require a voluminous essay: the subsequent remarks are therefore limited to a single class of letters—the labials.

The class of words termed labials are produced by an interruption of the vowel sound through the medium of the lips. The lips are the two muscular organs bordering the mouth externally: In respect to

position, they are opposed to, or overagainst each other. In the utterance of labial letters they oppose the free emission of sound, whereby the vowel sound receives a limit or boundary, which constitutes the labial articulation. From these considerations it appears that the labial letters are, by the circumstances of their formation, especially suggestive of the phenomena of opposition in regard to material bodies, their movements and forces. Subordinate to, and connected with this idea of opposition, are those of conjunction, compression, repulsion, protuberance, limitation, abruptness.

A brief list of words in which the labials predominate, may serve to illustrate, in some degree, what has been already advanced upon the subject.

List of Words containing one or more of the Labial Letters:

Of, prep. [Lat, ab, gr, apo.] Away from. This fundamental signification is based on the idea of opposition, repulsion, as suggested by the opposing lips, and the repellant force of the breath in the utterance of the words of, off, faugh, foh, fie, poh: exclamations expressive of dislike, disapprobation or contempt. The primary idea is that of opposition or repulsion. [See of.]

Foe, n. An opponent or enemy. [See of and faugh.]

Com, Cum, prefixes: denoting together. This signification is in a measure dependent on the conjunction of the lips in uttering the letter m.

Be, By, prefixes: denoting with, at, near. The customary signification is suggested by the meeting of the lips in uttering the labial letter.

Amen, v. Be it established. A fundamental idea of this word is that of firmness, suggested by the compression of the lips in the utterance of the labial m.

Five, n. [Sax., *fif*; D., *viff*; low Sax., *viive*.] Four and one. The word five probably alludes to the first, either as a compact mass, or as the instrument of striking, beating, buffeting, and thence to the number represented by the fingers and thumb united. The compression of the lips in uttering a labial commencing a syllable, is suggestive of firmness, compactness: whilst the abrupt closing of the lips in uttering a labial ending a syllable, is suggestive of beating, striking; and the swelling out of the lips, (when it occurs) of plumpness or massiveness. Hence, the labials are adapted to imitating the act and the instrument of beating. Kindred with five, in respect to radical letters, are the verbs, *fife, pipe, pup, pop, puff, buff, wave, weave, bob, vive*. A fundamental idea common to these words is that of sudden and brief movement, either, to and fro, pulsating, or as one burst, dash.

The noun *puff* signifies a blast of wind or breath, a swell, and (in German) a thump or blow. That alluding to the fist, or to the closing of the hand, as seen

the general method of indicating the number *five*, is evidenced by the various words of foreign languages expressive of this number. Examples of these words are the following, viz: Sw. and Dan. *fem*; W. *pum*, *pump*; Arm. *pemp*; Æol. *pempe*; Gr. *pente*; G. *funf*; Heb. *hamesh*; Lat. *quinque*; Fr. *cinque*; Pers. *punj*; Sans. *pantshan*; Zend and Pehl. *pantehe*, *pandj*.

The words *fem*, *pum*, *pump*, *pemp*, *pempe*, are through their primary force, adapted to indicate a protuberance or knob, as the fist, or a blow. Kindred with these repeated are, *bump*, *pommel*, *pomp*. The German *funf* may allude to the hand as closed, and be allied to the Lat. *finio*, Ir. *fuin*. The Heb. *hamesh* appears to allude to the hand as *pressed together*, *compacted*, and is probably kindred with the Heb. word *kamets*, signifying to *press together*, to *compress*. The Lat. *quinque*, and the Fr. *cinque*, are, in respect to primary force, allied to the words *kink*, *conch*, and the Lat. *cingo*. Of the letter *q* it may be observed, that it is especially, expressive of *contraction* by reason of its being followed by the vowel *u*. The Pers. *punj*. Sans. *pantshan*, Zend. and Pehl. *pantehe*, *pandj*, are evidently, in respect to primary force, kindred with the following words, viz: *pinch*, *punch*, *bunch*, *bang*; also with the Lat. *pango*, signifying to *beat*, and the Fr. *poing*, Sp. *puno*, Ital. *pugno*, Lat. *pugnus*, names of the fist. The fundamental idea of the word *five*, on which is based its other meanings, may be that of *compressure*. That the word *five* is expressive of the idea of *uniting*, *compacting*, is evidenced by its radical letters, and may be inferred from the coincidence of its elements with those of the following words, viz: *fief*, denoting land held on condition of *fidelity* to a superior; *wife*, (Dan. *vif*.) denoting a woman *pledged* or *firmly united* to a man in wedlock; *var* or *veaf*, the Heb. *copulative conjunction*; and *weave*, (Sw. *vafva*.) signifying to *unite* by interlocking.

For the District School Journal of Education.

Messrs. Editors:—Will you allow me to suggest, through the medium of your excellent journal, to my brethren of the Educational profession, the expediency of some united action in behalf of the cause to which they are devoting their talents and their labors.

It appears to me, Messrs. Editors, that the time has arrived when teachers should arouse themselves, shake off the lethargy that has so long oppressed them, and at once claim and assume the rights and privileges that belong to them, as members of a high and honorable calling. Such a movement, simultaneously made, there is reason to believe, would now meet with favor and encouragement from the wise and good of all classes.

Scarcely a writer on the subject of education has appeared for the last century, who has not attributed the failure of efforts to promote the cause of sound

education, to the inefficiency of teachers; and who has not admitted that for this evil the most potent, if not the only effective remedy, would be the investing of the educational avocation with all the rights and privileges that properly belong to it, as a learned profession.

This done, the great body of educators would at once become responsible for the character and qualifications of its members, and would very soon adopt means to prevent the admission thereto of persons morally or intellectually, incompetent or unworthy.

Society at large is as much interested in the invention and application of an effective remedy for the evil heretofore mentioned, as the members themselves of the profession; and hence the recent establishment, by local authorities, of Normal Schools.

These Institutions are doubtless useful, and must constitute an important feature in any official plan, for an adequate supply of competent teachers.—But they cannot of themselves, effect a radical cure of the evil complained of, especially while controlled by individuals not necessarily connected with the educational profession. They cannot, as now constituted, remove from the profession the humiliating and lethargic effect of a state of dependence, nor from its members a consciousness of comparative abasement in public estimation.

However, the teacher may be rising in the social scale, and his vocation in general esteem in certain localities, I have seen no reason to change or modify materially, the views expressed in the series of articles which you did me the favor to publish some time since in the "Educational Journal," under the head of "The Teacher as he is and as he Ought to Be."

I admit with pleasure, that causes are now in operation which may, and probably will, ultimately, elevate, to its proper rank, the educational profession; but unless teachers themselves evince greater energy than they have heretofore done, for the attainment of this end, there is reason to apprehend that few of the present generation will live to see it.

In conclusion, Messrs. Editors, I would respectfully suggest to my fellow-teachers throughout the Union, the expediency of holding a National Convention at some central point, as soon as the preliminary arrangements can be made for considering the present condition of our profession, and determining upon some means to improve it. I would venture farther to suggest Washington City as the place of meeting, and the week between Christmas and New-Year's Day, as the time.

Meanwhile, should the suggestion with regard to a general Convention, be favorably received, a Circular may be issued, and addressed to the teachers at the Capitol of each State, inviting them to take measures for the election of Delegates from their respective States to the Convention; each State to defray the expenses of its own delegates.

The various advantages, direct and indirect, that would accrue from the holding of such a Convention, composed of the most enlightened and experienced educators of our country, are too obvious to need specific mention.

I will therefore, say no more until it can be ascertained whether the motion here made, be seconded.

A.

From the District School Journal of Education.

Electro-Magnetism vs. Steam.

BINGHAMTON, Aug. 4th, 1851.

That the attractive power of the artificial magnet will yet be made available as an instrument of production in the useful arts, beyond any thing of which we now can form a conception, is obvious to the mind of every one who is at all acquainted with the laws by which it is governed in its operations. Considering the comparatively short period of time *Electro-Magnetism*, as a natural agent, has been known, and the many important uses to which, within this short period, it has been applied with little or no cost in productions which before, either required much skill, time, or labor, or could not be effected at all by any known agency, the thought forces itself upon our minds, that the day may not be far distant, when the discoveries made in the science of *Electro-Magnetism* and in those kindred to it, will be so applied and made available in augmenting the productive power of human industry, that all the material objects which are essential to the existence and happiness of man, will be produced with a cost of so little time, and in such abundance, that the wants of every individual will be readily supplied, and his attention turned almost exclusively to the cultivation and improvement of his intellectual and moral nature.

Philosophers of the present day are busily intent in experimenting, and in observing phenomena presented by the action of these mysterious agents upon matter. New facts are constantly being brought to light—new relations discovered among those before known—and, one by one, are the different parts of nature's laws brought to the perception of man, and their respective places assigned them in the great whole, as newly discovered links in the great chain which binds and passes through the whole universe of matter—from the suns and planetary systems down to the smallest mite. Nor is a mere knowledge of these laws, and the pleasure afforded from contemplating them, the only benefit derived from these discoveries. The power and tact of the human mind are no less seen in the application of this knowledge to the useful arts, carrying them to a still higher perfection.

As pertinent to, and illustrative of these remarks, we might mention a subject, agitating the scientific

minds of the present day, and which, if successful, will form a new era in the arts, and revolutionize society. It is to substitute *Electro-Magnetism*, as a motive power in machinery, in the place of *Steam*.

It has long been known that magnetised iron will attract iron or steel, and that iron may be artificially magnetised to almost any degree, in an instant of time, and deprived of this principle as soon, by placing a bar of it within a helix of wire, and passing a current of electricity through the wire, while the bar remained in it. Now a helix of almost any number of coils may be made, and consequently a bar of iron may be vested with a great amount of tractive power; and it would seem to require but little invention to so locate and regulate this power in a machine, that a uniform circular motion would be produced.

The great difficulty has been the rapidly diminishing of the power with the increased distance at which it operates. Magnetic attraction follows the same law as the attraction of gravitation, and the intensity of light and heat; its power decreases as the square of the distance increases. Thus, if a rod of iron be vested with the magnetic principle, to the degree that it will attract another piece of the same metal, at the distance of one inch, with a force equal to 32 pounds, it will attract the same piece, at the distance of 2 inches, with a force equal only to 8 pounds; and at the distance of 4 inches with a force only of 2 pounds. For this reason it is plain that this power applied at one end of a lever, would so operate that the force exerted at the other end would be, either too small in quantity, or too limited in distance to be of any practical utility.

This difficulty, however, has been partially obviated by a different application of this principle. It has been discovered that while the electrical current is passing through a helix, a bar or rod of iron may be kept suspended perpendicularly in the air, within this helix, as long as the circuit is continued; and if the rod be drawn either above or below the place to which it is held by the magnetic action, though not wholly without the coil, it will be drawn back with considerable force. Now, as the coil and the rod may be constructed of almost any length and magnitude—machines may be made to which the motion generated upon this principle may be applied; though it is still found that the deficiency of the power derived in this manner is a serious obstacle.

L.

ASSOCIATION OF TEACHERS.

Biennial Meeting of the Association of Graduates of the State Normal School.

This Association convened in the Lecture Room of the Normal School, Wednesday morning, July 30th, for the transaction of business. Several slight

amendments were made to the Constitution and By-Laws, and the following officers were elected:

DARWIN G. EATON, A. M., President.
JAMES JOHNNOT, 1st Vice President.
JIRAH I. FOOTE, 2d Vice President.
WM. F. PHELPS, Corresponding Sec'y.
SUMNER C. WEBB, Recording Sec'y.
Miss SARAH A. DEMPSTER,
Miss VIOLA WILCOX,
Miss CLARA A. CONE,

Writers of Essays and Poems.

The Association assembled informally in the afternoon to listen to the usual Poems and Addresses. A large number of citizens were present, and the exercises were highly interesting. The following is the programme of exercises:

Music.

Prayer, by Rev. Dr. MANDEVILLE.

Music—"The Greeting."

Essay, by Miss S. A. CLUTE.

Essay, by J. M. WINCHELL.

Music.

Poem, by Miss L. J. WILCOX.

Address, by the President.

Music—"The Parting."

Benediction.

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The Regents of the University, at their meeting in October last, adopted the following resolutions:

On motion, Resolved That the study of Agricultural Chemistry be deemed one of the higher branches of English Education, and that it be so recognized in the annual distribution of the amount granted to Academies.

Resolved, That the Committee on the Establishment of Common School Department in Academies, of which the Secretary of State is Chairman, be instructed to enquire whether this study should not be required of all students in said Department."

WALKER'S PRONOUNCING DICTIONARY, similar to that formerly published by H. & E. Phiney: good edition. 31. CATECHISM OF AGRICULTURAL CHEMISTRY and Geology. By James F. W. Johnson, F. R. S. &c., Author of Lectures on Agricultural Chemistry. Edited by John P. Norton, M. A. 1 vol. 18mo., half bound. 18.

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